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ABSTRACT

The Children's Interaction Matrix, Intermediate and Primary Forms, are designed to identify the preferred work and content styles of children in group situations. These factors aid the researcher, teacher, and counselor in understanding the individual's preferred mode of behavior in groups as well as indicating the students' reaction to group situations. Primarily research instruments, the tests are based on the conceptual framework of the Hill Interaction Matrix (HIM) (1965). This is a two dimensional matrix which describes a person's preferred content and work-style modes of group behavior. The tests are based on the 16 cells of the HIM. Four items were included for each cell for a total of 64 items. The original item pool of the HIM as well as the cell labels were used as criteria for development and selection of the items. Items were simplified for children in respective grade levels and were rated by judges as to their appropriateness for each cell. The response format was simplified to a two position "Yes", "No" format for the primary form and to a three position--"Usually", "Sometimes", "Not Often", format for the intermediate form. Besides the tests, data are provided on: reliability, validity, factor analysis, norms, scoring, and correlations. (Author/RC)

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PRELIMINARY MANUAL

THE CHILDREN'S INTERACTION MATRIX[1]
INTERMEDIATE FORM
PRIMARY FORM

RESEARCH EDITION
1975

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EDUCATION & WELFARE
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[1]A derivation of the Hill Interaction Matrix.

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The Test

The Children's Interaction Matrix - Intermediate and Primary Form - have been designed to identify the preferred work and content styles of children in group situations. These factors aid the researcher, teacher and counselor in understanding the individuals' preferred mode of behavior in groups as well as indicating the students' reaction to group situations. The information can be particularly useful to the counselor or teacher in structuring group composition or providing group experiences. When researchers, teachers, counselors, or psychologists have evidence of children's characteristic modes of response in a variety of group situations, they are better equipped to guide them to and through better group experiences and to help the individual student experience situations conducive to social and personal growth and adjustment.

Both the Intermediate and Primary Forms of the Children's Interaction Matrix are based on the conceptual framework of the Hill Interaction Matrix (1965). This is a two dimensional matrix which describes a person's preferred content and work-style modes of group bahavior. The HIM-B matrix is presented in Figure 1 and the descriptions of the categories of the interaction in Table 1. The test does not include items from the responsive category (A). At this level, the individual merely responds to questions directed to him by the group leader.

The Children's Interaction Matrix -- Intermediate and Primary -- are primarily research instruments. Clinical judgements of psychologists, counselors, and teachers should be utilized as well in structuring and organizing group experiences.

FIGURE 1

CONTENT/STYLE

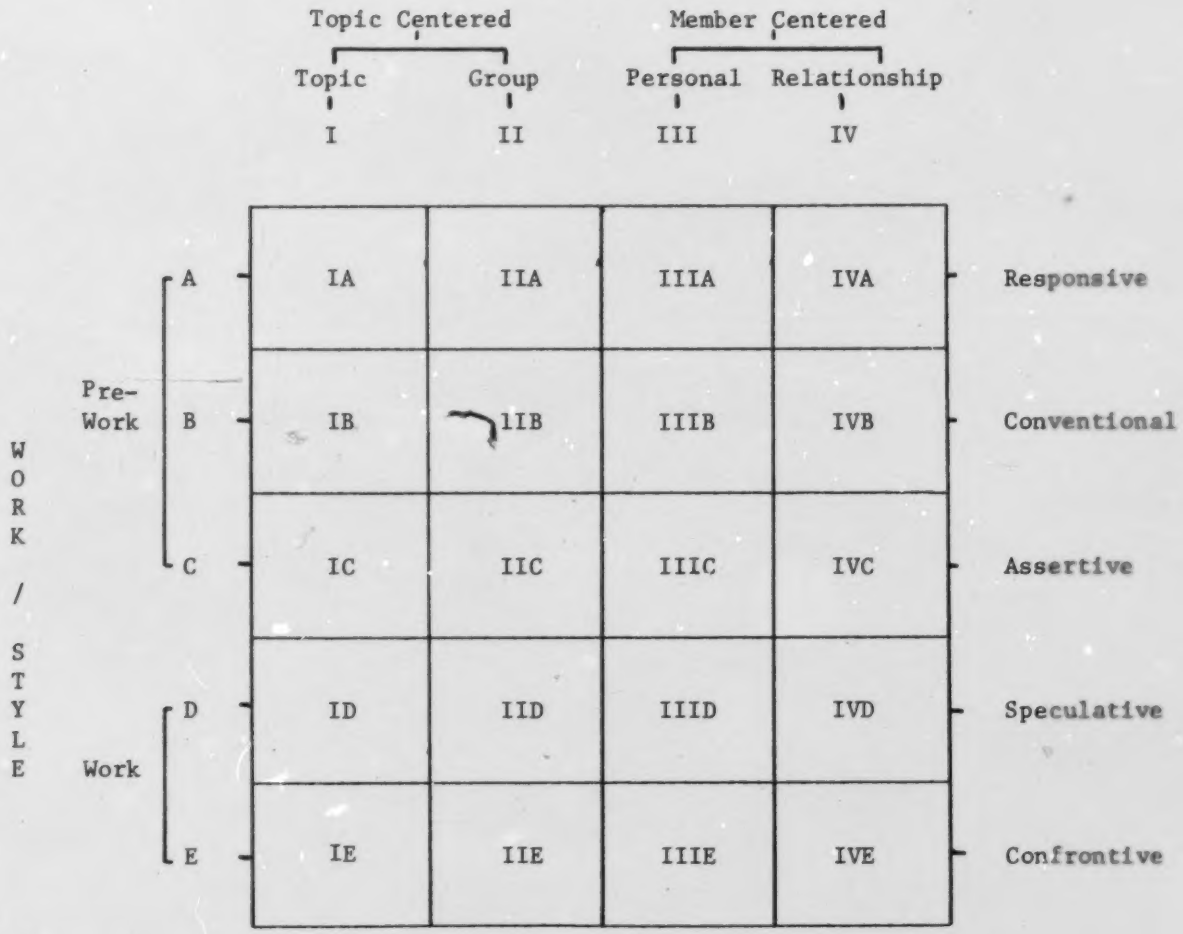


Fig. 1. Hill Interaction Matrix showing content and work style categories.

Table 1

Categories of Interaction in the HIM-B

Category	Description
Work/Style (rows)	
B-Conventional	Behavior that is socially appropriate for any group. The interaction may be so socially oriented to be devoid of any content and be no more than pleasantries and amenities.
C-Assertive	Argumentative, hostile or assertive statements.
D-Speculative	Speculative, intellectual, or controlled approach to pertinent therapeutic issues.*
E-Confrontive	Penetration to the significant aspects of a discussion; and because of this penetration, these statements confront members with aspects of their behavior usually avoided.
Content/Style (columns)	
I-Topic	Statements about any one of an infinite number of topics of general interest, exclusive of the group or its members being the topic.
II-Group	The speaker identifies with the group as an entity, and personal reactions to the group are probed for or are given in answer to such probes.
III-Personal	Interaction having as its topic a group member and is usually a member's actions, problems or personality.
IV-Relationship	Demonstrates (acts out), alludes to or discusses a relationship between members or between a member and the group.

*In the authors' thinking we substitute the word developmental for therapeutic.

Construction of the Tests

The Children's Interaction Matrix -- Intermediate and Primary Forms -- are based upon the 16 cells of the Hill Interaction Matrix. Four items were included for each cell for a total of sixty-four items. The pool of original items on the HIM-B (1965) as well as the cell labels were used as criteria for development and selection of the items. The structure of the items as well as the wording were simplified to be appropriate for children in the respective grade levels. The items were rates by three judges as to their appropriateness for each cell. The Chall and Lorge formulas for readability of test items were computed as a check on the verbal level of the tests (Chall, 1958; Lorge, 1944).

The response format was also simplified from a six position, Guttman Scale, to a two position "Yes", "No" format for the primary form and to a three position -- "Usually", "Sometimes", "Not Often", format for the intermediate form.

Sample

The subjects of the testing program which led to the development of the Children's Interaction Matrix were 1049 students from 5 communities representing rural and urban, middle and lower class, white and black populations in three states. See Table 30 for complete breakdowns by sex, grade, and community.

Reliability

From the pilot testing of the Children's Interaction Matrix, split-half coefficients were computed for both forms of the test. The reliability coefficients are reported in Table 2. The Total Acceptance Scale,

based on responses to all 64 items has sufficient reliability for use with individuals. The work style scales tend to have higher reliabilities than the content scales and appear to be more useful for individual assessment. The reliabilities of the content scales are sufficiently low that cautious interpretations appear suggested. –

Additional reliability studies are now being conducted. Information on the coefficient of stability based upon test-retest results will be available during June, 1975. The test is being cross validated on other samples and reliability coefficients will be computed for the Factor Scales as well as the Theoretical Scales proposed by Hill.

Table 2

Corrected Split Half Reliability Coefficients

for Children's Interaction Matrix

Scale	Level	
	Primary (N=304)	Intermediate (N=745)
Conventional	.69	.71
Assertive	.49	.72
Speculative	.67	.72
Confrontive	.58	.75
Topic	.55	.61
Group	.60	.67
Personal	.64	.58
Relationship	.60	.48
Total Acceptance Score	.89	.85

Validity

Two types of analysis have been conducted with the Children's Interaction Matrix. The validity was studied by comparing the test with the Children's Personality Questionnaire (1972) as well as comparing it with peer and teacher nominations. The correlations between the CPQ and CIM are presented in Table 3.

The construct validity was also examined by a factor analysis and by analyzing the scores based on teacher and peer nominations.

Concurrent Validity

Teachers in grades 1 and 2 were asked to identify students who demonstrated clearly one of the four work styles. Students nominated for each work style were then compared with other students in the same classes not nominated. Significant differences were found between the means of students nominated in two work styles, assertive and confrontive, and students in general. No significant differences were found between the two groups on the Conventional and Speculative Scales.

Teacher nominations were also sought from grade 4-6 teachers. Students nominated for each category were compared with those nominated for each of the other three. Significant F values were found on the Conventional and Speculative Scales. An F value of 4.56 (3/203 df), significant at the .01 level, was found on the Conventional Scale. Those nominated as Conventional had significantly higher means than those nominated as assertive according to Duncan's Multiple Range test. An F of 2.67 with 3/203 degrees of freedom were found on the Speculative Scale. Duncan's Multiple Range Test indicated significant differences between the students nominated as Speculative and Assertive and Conventional and Assertive.

Table 3

Correlations between Children's Interaction Matrix and CPQ for Grades Five to Eight - Male and Female (N=119)
Children's Personality Questionnaire Scale

	10.A	11.B	12.C	13.D	14.E	15.F	16.G	17.H	18.I	19.J	20.N	21.O	22.Q_3	23.Q_4
1. Conventional	.31***	.32***	.33***	-.02	.06	-.05	.02	.18	.05	-.18	-.24*	-.15	.16	-.21*
2. Assertive	-.21*	.12	-.08	.29**	.19	.16	-.15	-.11	-.06	.14	.22	-.00	-.27**	.27**
3. Speculative	.25**	.19	.25*	-.05	-.05	-.16	.09	.14	.13	-.14	-.26**	-.12	.21*	-.13
4. Confrontive	.25*	.22*	.35***	-.13	-.07	-.18	.21*	.12	.05	-.23*	-.31**	-.27**	.27**	-.25**
5. Topic	.21*	.27**	.26**	-.01	-.02	-.06	.02	.14	.07	-.17	-.17	-.15	.12	-.13
6. Group	.27**	.20*	.38***	-.07	.05	-.01	.07	.17	-.05	-.26**	-.16	-.24*	.07	-.06
7. Personal	.17	.29**	.21*	.00	.00	-.18	.12	.06	.14	-.05	-.25	-.17	.17	-.18
8. Relation	.05	.17	.11	.14	.08	-.03	.01	.00	.05	.02	-.13	-.04	.13	-.05
9. TAS	.22*	.29**	.31**	.01	.03	-.09	.07	.12	.06	-.15	-.23	-.19	.15	-.13

*p < .05 **p < .01 ***p < .001

Peer nominations were also used with the 4th, 5th and 6th grades. An F of 3.11 with 3/326 df was computed in comparing the Assertive with the other three groups and was significant at .05 level. Duncan's Multiple Range Test revealed significant differences between the Assertive and Conventional and Confrontive and Conventional groups.

Factor Analysis

The structure of the Intermediate form of the CIM Scale was investigated with a combined sample of 689 fourth to eighth graders by means of principal-components factor analysis.

Factors were extracted and rotated by the verimax method. Items with loadings of .30 and above on any factor were inspected and the factors named by considering the content of the items with the highest loadings.

Nineteen factors accounted for 58% of the variance. Of these, eight factors had three or more items with loadings above .30.

The factor structure for the primary form is currently being evaluated.

Factor 1	Peer Relations	
15	I like to know something about the families, homes, and hobbies of kids.	.525
31	I try to help other kids when they have problems with their parents or other kids.	.413
41	I like to know all about my classmates.	.689
47	I try to find out how other kids feel about the things that I say and do.	.475
50	I try to get my friends to talk about the way they think and feel about things.	.522
53	I like to get boys and girls to talk about how they feel about each other.	.463
62	I try to find out what my friends really think about me.	.569
63	I like to be with groups of kids.	.697

Factor 2	Aggressive, Confrontive	
10	I like to say unkind and mean things to other kids.	.576
32	When kids tell me that I don't do something very well, I tell them they have faults, too.	.406
40	I like to make fun of others.	.737
49	I like to tease other kids.	.716
57	I like to argue with other kids.	.653
Factor 3	Facilitative Leadership	
21	If kids can't agree on what they are going to do, I ask them why they can't agree.	.420
25	I like to help to plan what the group does in its meetings.	.418
28	I like to try to help the others see how each person has good and helpful ideas.	.564
34	I tell others how I think they are doing and where they are making mistakes.	.438
46	If one person is keeping us from doing what we want to do, I complain to the others.	.582
52	I like to tell others my ideas about what the gang is doing.	.662
60	I tell the gang how I think it is doing.	.691
Factor 4	Affiliation	
26	I like to talk with other kids.	.703
58	I like to be close friends with other kids.	.332
63	I like to be with groups of kids.	.367
Factor 5	Openness	
2	When they ask me, I tell other kids what I think of them.	.613
16	I let other kids know what I think of them.	.724

Factor 5	Openness (continued)	
42	I tell other kids how I feel toward them, even if it may hurt their feelings.	.456
61	When someone asks me if I like them or not, I usually tell them.	.449
Factor 6	Intraception	
3	I like to talk with other kids about the way people think, feel and act.	.640
23	I try to get kids to think about how they feel and act toward each other.	.554
29	I like to talk about why other kids get upset and angry.	.472
33	When my friends talk about their problems, I like to talk about why they have these problems.	.339
6	I like to know why people do the things they do.	.729
Factor 7	Dogmatism	
51	Kids don't really understand much about most of the problems they see and hear.	.375
55	I get angry when my friends tell me I am not the kind of person I should be.	.688
7	Kids need to be "told off" a lot.	.685
Factor 8	Problem Solving	
8	When a group of my friends are not getting along well, I try to help them get along better.	.603
17	I like to tell my friends how they might do things better.	.511
45	I try to help others understand a problem when they are having trouble figuring something out.	.461

Norms

Primary Form

The Primary Form of the Children's Interaction Matrix was based upon the responses of 304 students in grades 1 to 3 from three different school districts, one rural, one inter-city and the other suburban large city. One hundred and fifty-one were girls and one hundred and fifty-three boys. The comparison of the means by sex by grade are presented in Table 4. The correlations between sub-scales and the means and standard deviations for combined sexes and grades are listed in Tables 5 to 7.

Analysis of the means of the scales by the t test revealed significant differences at the .05 between the means of grade three boys and girls on three of the scales. Third grade girls have significantly higher means on the Conventional, Speculative and Personal Scales. Analysis of variance of the scores by sex and by grade revealed that the third grade group of girls had significantly higher scores than girls in lower grades on seven of the nine scales. This was true for only 2 out of the 9 scales for boys (See Table 8).

Percentile Norms for grades 1 to 3 are listed in Tables 14 and 15, Standard Score Norms in Tables 16 and 17, Stanine Norms in Tables 18 and 19. The Percentile, Standard Score and Stanine Norms for the TAS are found in Tables 20 and 21.

Intermediate Form

The Intermediate Form of the Children's Interaction Matrix was based on the responses of 689 fourth through eighth grade students from five different school districts located in three states. The sample contained students from urban, rural and suburban districts as well as an

urban inner city group. The sample consisted of 348 boys and 341 girls. A comparison of the mean scores by grade and by sex is presented in Table 9. Sex difference were found on only one scale for each of the fourth and fifth grade groups. There were sex differences on five of the scales for the eighth graders. Grade differences by sex are reported in Table 10. No significant differences were found for the male groups but differences were found on five of the scales for females. The scores tended to be higher primarily for the eighth grade groups.

The correlations between the scales for boys are presented in Table 11, for girls in Table 12, and for combined sexes in Table 13.

Percentile Norms for grades 4 to 6 are listed in Tables 22 and 23, Standard Score Norms in Tables 24 and 25, Stanine Norms in Tables 26 and 27. The Percentile, Standard Score and Stanine Norms for the TAS are found in Tables 28 and 29.

Table 4

Comparison of Means for Grades One to Three on the Primary Form of the Children's Interaction Matrix

	Grade One		Grade Two		Grade Three	
	M(28)	f(19)	M(65)	f(70)	M(60)	f(62)
Conventional	27.54	26.84	27.68	28.70	29.40	31.05*
	3.64	3.25	2.74	2.30	3.59	3.58
Assertive	23.46	24.05	24.05	24.44	25.43	24.87
	2.89	2.39	2.67	2.62	4.30	5.00
Speculative	26.25	26.26	26.34	27.97	26.48	28.34*
	3.92	3.14	3.35	3.21	3.81	4.07
Confrontive	26.50	26.21	26.00	27.07	26.77	27.98
	3.94	3.58	3.44	2.97	3.61	4.15
Topic	26.29	25.47	25.88	26.17	27.03	27.89
	3.28	3.24	2.58	2.58	3.46	4.30
Group	26.32	26.53	27.06	27.60	27.72	28.34
	3.54	2.44	2.97	2.78	3.18	3.05
Personal	25.75	25.68	25.92	27.07	27.12	28.12
	3.85	3.07	3.47	3.01	3.78	4.18
Relation	25.39	25.39	25.22	26.34	26.22	27.87*
	3.89	2.87	2.88	2.64	3.46	3.76
TOTAL	103.75	103.37	104.08	107.19	108.08	112.18
	13.28	9.83	10.22	9.08	11.99	13.44

*$p < .05$

Table 5

Correlations between Children's Interaction Matrix Scales for All Students, Grades One to Three (N=304)

	2	3	4	5	6	7	8	9	$\bar{X}$	SD
1. Conventional	.42	.71	.72	.76	.74	.78	.71	.86	28.8	3.3
2. Assertive		.43	.37	.58	.53	.56	.66	.67	24.5	3.4
3. Speculative			.79	.81	.75	.77	.77	.89	26.9	3.6
4. Confrontive				.76	.74	.81	.73	.88	26.8	3.6
5. Topic					.68	.70	.70	.88	26.5	3.3
6. Group						.65	.61	.84	27.4	3.0
7. Personal							.70	.88	26.8	3.6
8. Relation								.87	26.2	3.3
9. Total Acceptance Score									107.1	11.6

Table 6

Correlation between Children's Interaction Matrix for Males, Grades One to Three (N=153)

		2	3	4	5	6	7	8	9	$\bar{X}$	SD
1.	Conventional	.43	.71	.75	.73	.78	.81	.71	.87	28.3	3.3
2.	Assertive		.40	.36	.64	.51	.53	.64	.66	24.4	3.5
3.	Speculative			.80	.79	.76	.78	.76	.89	26.3	3.6
4.	Confrontive				.75	.76	.82	.76	.88	26.3	3.5
5.	Topic					.71	.68	.72	.88	26.4	3.1
6.	Group						.68	.60	.85	27.1	3.1
7.	Personal							.71	.89	26.3	3.6
8.	Relation								.87	25.6	3.3
9.	Total Acceptance Score									105.5	11.6

Table 7

Correlations between Children's Interaction Matrix Scales for Females, Grades One to Three (N=151)

	2	3	4	5	6	7	8	9	$\overline{X}$	SD
1. Conventional	.41	.69	.68	.79	.69	.73	.70	.84	29.4	3.3
2. Assertive		.47	.39	.54	.56	.59	.70	.69	24.5	3.4
3. Speculative			.76	.83	.74	.76	.75	.89	27.4	3.6
4. Confrontive				.78	.71	.79	.70	.86	27.3	3.6
5. Topic					.65	.72	.70	.89	26.7	3.5
6. Group						.60	.65	.82	27.7	2.8
7. Personal							.67	.87	27.3	3.6
8. Relation								.87	26.8	3.2
9. Total Acceptance Score									108.7	11.5

Table 8

Analysis of Variance of Scales of the
Children's Interaction Matrix (Primary Form) by Grade and by Sex

	Female F	Duncans' (.05)	Male F	Duncans' (.05)
Conventional	18.11***	3-1, 3-2, 2-1	5.28*	3-1, 3-2
Assertive	0.48		4.05*	3-1, 3-2
Speculative	3.57*	3-1, 3-2	0.05	
Confrontive	2.15		0.72	
Topic	5.61*	3-1, 3-2	2.23	
Group	3.15*	3-1	1.94	
Personal	3.62*	3-1	2.13	
Relation	5.38*	3-1, 3-2	1.52	
Total Acceptance Score	5.78*	3-1, 3-2	2.32	

*sig at .05 level

***sig at .001 level

Table 9

Comparison of means for grades four to eight of the Intermediate form of the Children's Interaction Matrix

Scale	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	M(146)	F(127)	M(129)	F(135)	M(73)	F(79)	M(21)	F(11)	M(11)	F(13)
Conventional	33.53 4.67	34.75* 4.81	33.04 4.45	33.66 5.40	33.78 5.00	34.77 5.51	33.05 5.09	33.36 5.05	34.73 4.90	38.00 3.37
Assertive	28.82 4.32	27.97 4.36	28.33* 4.72	26.95 4.33	28.78 4.09	28.27 4.89	28.43 4.24	28.00 4.20	28.73 3.58	27.69 4.57
Speculative	30.86 5.00	31.93 4.61	30.02 5.15	30.59 5.77	30.25 5.99	31.58 5.99	28.38 5.74	29.64 3.67	26.82 6.49	34.85* 4.78
Confrontive	30.07 5.42	30.65 5.51	29.22 5.32	28.61 6.19	29.66 5.49	29.86 6.04	26.76 4.92	27.73 5.31	27.55 6.83	32.69 5.89
Topic	31.12 4.52	31.72 4.53	30.64 4.23	30.98 5.01	31.23 4.81	32.08 4.85	29.67 3.94	30.36 4.18	30.27 6.17	35.23* 4.64
Group	30.68 4.69	30.85 4.89	30.23 4.52	29.32 5.13	31.52 5.24	30.56 5.26	28.57 4.55	31.09 4.76	29.18 5.13	31.39 5.82
Personal	30.99 5.08	32.06 4.75	29.80 4.69	29.96 5.35	29.92 4.79	30.82 5.62	29.33 5.54	29.27 3.74	29.82 5.56	34.00* 3.61
Relation	30.47 3.88	30.67 4.03	29.93 4.43	29.54 4.68	29.80 4.74	31.15 4.31	29.05 4.71	2[illegible].00 2.90	28.55 4.95	32.62* 3.86
Total	123.27 14.61	125.25 14.83	120.53 14.41	119.80 17.46	122.60 16.48	124.80 16.94	116.62 15.79	118.73 11.23	117.82 18.04	133.23* 14.15

*p > .05

Table 10

Comparison of Means of Grades Four to Eight
By Sex on the Intermediate Form of the HIM-B

	Female F	Duncans' (.05)	Male F	Duncans' (.05)
Conventional	2.63*		0.58	
Assertive	1.38		0.25	
Speculative	2.75	8-7, 8-4	2.36	
Confrontive	3.14*		2.19	
Topic	2.85	8-7, 8-4, 8-5, 8-6	0.74	
Group	1.88		2.07	
Personal	4.21*	8-7, 8-4	1.37	
Relation	3.76*	8-7, 8-4, 6-7, 6-4	1.04	
Total	3.64*		1.43	

*p < .05

Table 11

Correlation between Children's Interaction Matrix Scales for Males, Grades Four to Eight (N=380)

	2	3	4	5	6	7	8	9	$\bar{X}$	SD
1. Conventional	.21	.59	.51	.68	.57	.68	.55	.76	33.4	4.6
2. Assertive		.26	.26	.45	.42	.38	.52	.54	28.6	4.3
3. Speculative			.71	.72	.69	.74	.68	.87	30.2	5.3
4. Confrontive				.66	.71	.72	.67	.84	29.4	5.4
5. Topic					.55	.61	.57	.83	30.8	4.4
6. Group						.52	.50	.79	30.5	4.7
7. Personal							.57	.84	30.2	4.9
8. Relation								.80	30.0	4.3
9. Total Acceptance Score									121.6	15.1

Table 12

Correlations between Children's Interaction Matrix Scales for Females, Grades Four to Eight (N=365)

	2	3	4	5	6	7	8	9	$\bar{X}$	SD
1. Conventional	.11	.69	.62	.75	.65	.74	.53	.80	34.2	5.2
2. Assertive		.23	.25	.39	.39	.32	.52	.47	27.6	4.4
3. Speculative			.80	.80	.77	.79	.67	.90	31.3	5.4
4. Confrontive				.76	.78	.78	.68	.89	29.7	5.9
5. Topic					.70	.69	.58	.88	31.6	4.8
6. Group						.62	.51	.85	30.2	5.1
7. Personal							.58	.86	31.0	5.2
8. Relation								.77	30.3	4.3
9. Total Acceptance Score									123.2	16.4

Table 13

Correlations between Children's Interaction Matrix Scales for Males and Females, Grades Four to Eight (N=745)

	2	3	4	5	6	7	8	9	$\overline{X}$	SD
1. Conventional	.14	.65	.57	.72	.61	.71	.54	.78	33.9	4.9
2. Assertive		.23	.25	.41	.40	.33	.52	.49	28.1	4.4
3. Speculative			.76	.76	.72	.77	.67	.88	30.7	5.3
4. Confrontive				.71	.74	.75	.67	.87	29.5	5.7
5. Topic					.62	.65	.57	.86	31.2	4.6
6. Group						.57	.50	.82	30.3	4.9
7. Personal							.58	.85	30.6	5.0
8. Relation								.79	30.1	4.3
9. Total Acceptance Score									122.4	15.7

Table 14

Percentile Norms for Males, Grades One to Three, on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17								
18				1				
19		1						1
20	1	4	1	3				
21		13	4	7			1	4
22		26	12	10	3	1	8	13
23	3	40	22	14	12	3	14	25
24	5	53	32	23	23	9	20	37
25	10	67	46	36	35	26	32	50
26	18	79	58	50	57	46	52	63
27	27	86	72	63	75	58	73	75
28	41	91	85	75	84	67	84	85
29	59	96	90	86	92	77	90	92
30	74	100	96		97	86	96	97
31	88			96		93		99
32	97		100		99	99	99	

Table 15

Percentile Norms for Females, Grades One to Three, on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17								
18								
19		1	1					1
20		2	2			1		2
21		8	4	2	1		2	4
22	1	19	8	6	6		6	6
23		31	14	12	14	5	11	12
24	4	48	18	19	24	13	18	18
25		64	24	26	34	22	28	27
26	14	74	38	34	46	30	37	42
27	24	81	51	45	60	38	44	58
28	34	88	61	56	74	49	56	71
29	49	94	69	68	85	65	70	84
30	67	97	77	81	93	79	81	93
31	84	99	89	93	98	89	91	98
32	96		97	99	99	94	97	

Table 16

Standard Score Norms for Males, Grades One to Three, on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17								
18				23				
19		31						27
20	17	35	31	30				
21	9	39	34	33			29	35
22		43	38	37	33	30	34	38
23	29	46	41	40	37	34	38	42
24	33	50	45	43	42	38	42	46
25	37	54	49	47	47	42	46	50
26	41	58	52	50	51	47	51	54
27	45	61	56	54	56	51	55	57
28	49	65	59	57	60	55	59	61
29	53	69	63	60	65	59	63	65
30	57	73	67		69	63	68	69
31	61			67		67		72
32	65		74		78	71	76	

Table 17

Standard Score Norms for Females, Grades One to Three, on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17								
18								
19		29	25					22
20		33	28			23		26
21		37	31	30	30		30	30
22	21	41	35	33	34		33	34
23		45	38	36	38	33	36	37
24	30	48	41	40	42	37	40	41
25		52	44	43	45	41	43	45
26	38	56	47	46	49	44	46	49
27	43	60	50	50	53	48	50	52
28	47	64	53	53	57	51	53	56
29	51	67	56	56	61	55	56	60
30	56	71	59	60	65	59	60	64
31	60	75	63	63	69	62	63	68
32	64		66	67	73	66	66	

Table 18

Stanine Norms for Males, Grades One to Three, on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17								
18				1				
19		1						1
20	1	2	1					
21		3	2	2			1	2
22		4	3		2	1	2	3
23				3		2	3	
24	2	5	4	4	3	3		4
25		6	5		4		4	5
26	3	7		5	5	4	5	6
27	4		6	6	6	5	6	
28	5	8	7		7	6	7	7
29	6	9	8	7	8	7	8	8
30					9	8	9	9
31	7			8				
32	8		9			9		

Table 19

Stanine Norms for Females, Grades One to Three, on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17								
18								
19		1	1					1
20		2				1		
21				1	1		1	
22	1	3	2	2	2		2	2
23		4	3		3	2		
24		5		3			3	3
25			4	4	4	3	4	4
26	3	6			5	4		5
27	4	7	5	5	6	5	5	
28		8	6	6			6	6
29	5				7	6		7
30	6	9	7	7	8	7	7	8
31	7		8	8	9		8	9
32	8					8		

Table 20

Percentile, Standard Score and Stanine Norms for the Total Acceptance Scale for Males, Grades One-Three

Raw Score	Percentile	Standard Score	Stanine
88	1	27	1
89	3	31	
90			
91			
92	5	35	2
93	8	36	
94			
95			
96	13	40	3
97	20	41	
98	23	43	4
99	29	44	
100	38	45	
101	42	47	
102	47	48	5
103	51	49	
104	53	51	
105	58	52	
106	63	53	6
107	66	55	
108	71	56	
109	76	57	
110	82	58	7
111	86	60	
112	89	61	
113			
114			
115	92	65	8
116	95	66	
117			
118	97	69	9
119			
120			
121			
122			
123			
124			
125	99	78	
126			

Table 21

Percentile, Standard Score and Stanine Norms for the Total Acceptance Scale for Females, Grades One-Three

Raw Score	Percentile	Standard Score	Stanine
89	2	30	1
90	3	31	
91	6	32	
92	8	33	2
93	9	35	
94	11	36	
95			
96	12	38	3
97	14	39	
98	16	40	
99	21	41	
100	24	42	
101			
102	28	44	4
103	33	45	
104	36	47	
105	39	48	5
106	44	49	
107	48	50	
108	51	51	
109	55	52	
110	59	53	6
111	62	54	
112	65	55	
113	71	56	
114	75	57	
115	79	59	7
116	83	60	
117	87	61	
118			
119	91	63	8
120			
121	94	65	
122			
123	96	67	
124	98	68	9
125			
126	99	70	
127			
128			

Table 22

Percentile Norms for Grades Four, Five, Six - Males (N=348) on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17				1				
18			1	1				1
19	1	1	1	2				1
20		1	2	3	1	1	1	
21	1	3	4	5	1	2	3	2
22	1	6	5	7	2	4	5	4
23	2	10	8	11	3	6	7	6
24	3	16	12	15	6	9	10	9
25	3	22	16	20	10	12	15	12
26	5	29	20	27	15	17	19	17
27	9	38	27	33	20	23	25	23
28	13	45	34	39	26	29	32	31
29	17	54	39	45	34	35	40	39
30	23	62	46	53	41	43	47	46
31	31	71	54	60	49	52	55	54
32	38	78	61	68	58	62	64	64
33	45	83	68	75	68	69	72	73
34	54	88	74	79	76	76	78	80
35	63	92	79	83	82	81	83	88
36	70	95	84	87	87	86	87	93
37	77	97	90	91	90	90	90	96
38	84	98	93	93	93	93	93	98
39	89	99	95	94	96	96	95	100
40	93	99	97	96	98	98	97	100
41	95		98	98	99	99	99	
42	97	100	99	99		99	100	
43	98		99	100		100		
44	99		100		100			
45	100							
46	100							
47								
48								

Table 23

Percentile Norms for Grades Four, Five, Six - Females (N=341) on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16				1				
17				2		1		
18		2	1	4	1	2	1	1
19		4	1	7	1	3	2	
20	1	6	2	9	2	4	3	1
21	1	10	4	12	3	6	5	2
22	1	15	7	15	4	8	6	5
23	3	22	9	19	5	11	9	7
24	5	29	12	23	8	15	13	11
25	7	38	17	27	11	20	19	16
26	9	48	23	32	16	26	24	22
27	12	56	29	38	22	34	31	30
28	17	64	35	44	30	42	38	39
29	21	71	41	51	39	50	43	49
30	26	76	48	58	47	58	50	58
31	33	81	55	64	56	64	58	66
32	40	86	62	71	64	70	65	73
33	47	91	69	76	70	75	70	78
34	54	94	76	81	76	82	76	83
35	60	96	80	85	82	87	81	88
36	67	98	84	89	86	90	86	93
37	73	99	87	92	90	94	90	96
38	78	99	90	94	94	97	93	98
39	84	100	93	96	96	97	96	99
40	90		96	97	98	98	98	
41	94		98	99	98	99	99	100
42	98		99	99	99	99	100	
43	99		100		100	100	100	
44	100		100		100			
45				100				
46								
47								
48								

Table 24

Standard Score Norms for Grades Four, Five, Six - Males (N=348) on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16								
17				25				
18		24	24	27				19
19	19	26	26	28	21		25	22
20		28	28	30		25		24
21	23	30	30	32	25	28	29	
22	26	33	32	34	28	30	31	29
23	28	35	34	36	30	32	33	31
24	30	37	36	38	32	34	35	33
25	32	40	38	40	34	36	37	36
26	34	42	40	41	37	38	39	38
27	36	44	42	43	39	40	41	40
28	38	46	43	45	41	42	43	43
29	41	49	45	47	43	44	45	45
30	43	51	47	49	46	46	47	47
31	45	53	49	51	48	49	49	50
32	47	55	51	52	50	51	51	52
33	49	58	53	54	52	53	53	54
34	51	60	55	56	55	55	55	57
35	53	62	57	58	57	57	58	59
36	56	64	59	60	59	59	60	61
37	58	67	61	62	61	61	62	64
38	60	69	63	64	63	63	64	66
39	62	71	65	65	66	65	66	68
40	64	73	66	67	68	67	68	71
41	66	76	68	69	70	70	70	73
42	68		70	71	72	72	72	
43	71	80	72	73		74	74	
44	73		74	75		76		
45	75		76		79			
46	77							
47								
48								

Table 25

Standard Score Norms for Grades Four, Five, Six - Females (N=341) on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16	15	24		27		22	22	17
17			24	29	20			
18		29		30	22	26		22
19	21	31	27	32	24	28	27	24
20		33	29	34	26	30	29	
21	25	35	31	35	28	32	31	29
22	26	37	33	37	30	34	33	31
23	28	40	35	39	32	36	35	33
24	30	42	37	41	34	38	37	36
25	32	44	38	42	36	40	39	38
26	34	46	40	44	39	42	41	40
27	36	49	42	46	41	44	43	42
28	38	51	44	47	43	46	44	45
29	40	53	46	49	45	48	46	47
30	42	55	48	51	47	50	48	49
31	44	57	49	52	49	52	50	52
32	46	60	51	54	51	54	52	54
33	47	62	53	56	53	56	54	56
34	49	64	55	57	55	57	56	58
35	51	66	57	59	57	59	58	61
36	53	69	59	61	59	61	60	63
37	55	71	60	62	61	63	62	65
38	57	73	62	64	64	65	63	67
39	59	75	64	66	66	67	65	70
40	61	77	66	67	68	69	67	72
41	63		68	69	70	71	69	
42	65		70	71	72	73	71	77
43	67		71	72	74	75	73	
44	69		73		76	77	75	
45	70		75		78			
46				77				
47								
48								

Table 26

Stanine Norms for Grades Four, Five, Six - Males (N=348) on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16				1				
17		1	1					1
18					1		1	
19	1					1		
20								
21		2		2				
22			2				2	
23				3		2		2
24		3	3		2			
25						3	3	3
26	2	4		4	3			
27			4				4	4
28	3	5			4	4		
29				5				
30	4	6	5		5	5	5	5
31								
32		7	6	6		6	6	6
33	5				6			
34				7			7	7
35	6	8	7		7	7		
36								8
37	7	9	8	8	8	8	8	
38								9
39				9	9		9	
40	8		9			9		
41								
42	9							
43								
44								
45								
46								
47								
48								

Table 27

Stanine Norms for Grades Four, Five, Six - Females (N=341) on the Children's Interaction Matrix

Raw Score	1.Conventional	2.Assertive	3.Speculative	4.Confrontive	5.Topic	6.Group	7.Personal	8.Relationship
16	1	1		1		1	1	1
17			1		1			
18								
19								
20		2		2				
21								
22			2			2	2	
23		3		3				2
24					2	3		
25		4	3				3	3
26	2			4	3			
27		5				4	4	
28	3		4		4			4
29		6		5		5		
30			5				5	5
31	4				5			
32		7		6		6		6
33			6		6		6	
34	5	8						7
35				7		7	7	
36	6	9	7		7			8
37						8		
38				8	8		8	
39	7		8					9
40					9	9		
41	8		9	9			9	
42								
43								
44	9							
45								
46								
47								
48								

Table 28

Percentile, Standard Score, and Stanine Norms for Males, Grades Four, Five, Six (N=348) on the Total Acceptance Scale

Raw Score	Percentile	Standard Score	Stanine
85	1	25	1
86	1	26	
87	2	27	
88	2	27	
89			
90			
91	3	29	
92	3	30	
93	4	31	
94			
95	5	32	
96			
97			
98	5	34	2
99	6	35	
100	7	35	
101	9	36	
102	10	37	
103	11	37	
104	12	38	3
105	13	39	
106	14	39	
107	15	40	
108	17	41	
109	19	41	
110	21	42	
111	23	43	4
112	25	43	
113	28	44	
114	30	45	
115	32	45	
116	34	46	
117	36	47	
118	38	47	
119	40	48	5
120	42	49	
121	45	49	
122	47	50	
123	50	51	
124	52	51	
125	55	52	
126	57	53	6
127	60	53	
128	64	54	
129	67	55	
130	70	55	

(continued)

Table 28 (continued)

Raw Score	Percentile	Standard Score	Stanine
131	72	56	
132	74	57	
133	77	57	
134	79	58	7
135	82	59	
136	84	59	
137	85	60	
138	86	61	
139	87	61	
140	89	62	
141	89	63	8
142	90	63	
143	92	65	
144	93	65	
145	94	65	
146	95	66	
147	96	67	
148	96	67	
149	97	68	9
150	98	69	
151			
152			
153			
154	98	71	
155	99	72	
156			
157	99	73	
158	100	74	
159	100	75	

Table 29

Percentile, Standard Score, and Stanine Norms for Females, Grades Four, Five, Six (N=341) on the Total Acceptance Scale

Raw Score	Percentile	Standard Score	Stanine
83	1	26	1
84			
85			
86	2	28	
87			
88	2	29	
89	2	29	
90			
91	3	31	
92	3	31	
93			
94	4	32	
95	5	33	2
96	5	34	
97	5	34	
98	7	35	
99	8	36	
100	9	36	
101	10	37	
102	11	37	
103	11	38	3
104	13	39	
105	14	39	
106	16	40	
107	18	40	
108	18	41	
109	20	42	
110	21	42	
111	22	43	4
112	25	43	
113	27	44	
114	28	45	
115	29	45	
116	30	46	
117	33	46	
118	35	47	
119	38	48	5
120	40	48	
121	43	49	
122	46	49	
123	50	50	
124	53	51	
125	55	51	
126	57	52	
127	60	52	

(continued)

Table 29 (continued)

Raw Score	Percentile	Standard Score	Stanine
128	62	53	6
129	64	54	
130	67	54	
131	69	55	
132	71	55	
133	73	56	
134	74	57	
135	76	57	
136	77	58	7
137	79	58	
138	81	59	
139	83	60	
140	84	60	
141	86	61	
142	88	61	
143	89	62	
144	91	63	8
145	93	63	
146	94	64	
147	94	65	
148	94	65	
149	95	66	
150	95	66	
151	96	67	
152	96	68	9
153	96	68	
154	97	69	
155	98	69	
156	98	70	
157		71	
158	99	72	
159	99		
160			
161			
162	99	74	
163			
164	100	75	
165			
166			
167	100	77	

Table 30

Distribution by grade, sex and community of norm group

		Male	Female	Total
Grade -	1	28	19	47
	2	65	70	135
	3	60	62	122
	4	146	127	273
	5	129	135	264
	6	73	79	152
	7	21	11	32
	8	11	13	24
Total		533	516	1049

Cincinnati, Ohio	202
Columbus, Ohio	341
Merrimack, N.H.	212
Veazie, Me.	194
Skowhegan, Me.	100

Scoring

Children's Interaction Matrix - Primary Form

The item responses from test booklet should be transferred to a profile sheet (See Table 31). "Yes" responses are given the weight of "2" and "no" responses the weight of "1".

Specific scale scores are obtained as follows:

Conventional Scale - Add the scores in the four cells of the first row; Topic, Group, Personal and Relationship, to get the total Conventional scale score.

Assertive Scale - Add the scores in the four cells of the second row; Topic, Group, Personal and Relationship, to get the total Assertive Score.

Speculative Scale - Add the scores in the four cells of the third row; Topic, Group, Personal and Relationship to get the total Speculative Score.

Confrontive Scale - Add the scores in the four cells of the fourth row; Topic, Group, Personal and Relationship, to get the total Confrontive Score.

Topic Score - Add the scores of the items in Column one.

Group Score - Add the scores of the items in Column two.

Personal Score - Add the scores of the items in Column three.

Relationship Score - Add the scores of the items in Column four.

Total Acceptance Score - Add the sum of the Topic scores. Add the sums of the Work Style Scores. These sums should be the same if you have added correctly. This number is the Total Acceptance Score.

Children's Interaction Matrix - Intermediate Form

The item responses from the test booklet should be transferred to a profile sheet (See Table 31). "Usually" responses are given the weight of "3", "Sometimes" the weight of "2", and "Not Often" the weight of "1".

First compute the scores for each of the 16 cells. Example: Add the Topic-Conventional items (24,26,48,63) and record the same by T. Add the Group Conventional items (9,19,25,37) and record the sum by the T directly under the set of items. Personal-Conventional items are 1, 15 41, 64. Relationship-Conventional items are 11, 38, 49, 58. Work Style and Content scores are then obtained by the procedure described for scoring the Primary Form.

Total Acceptance Score

Add the sums of the Topic Scale, Group Scale, Personal Scale and Relationship Scale. Add also the scores of the four work style scales. The sums of both should be the same if you have added correctly. This number is the Total Acceptance Score.

Table 31

NAME _____ GRADE _____ SEX _____

SCHOOL _____ AGE _____

	TOPIC		GROUP		PERSONAL		RELATIONSHIP	
CONVENTIONAL	24	____	9	____	1	____	11	____
	26	____	19	____	15	____	38	____
	48	____	25	____	41	____	49	____
	63	____	37	____	64	____	58	____
	T	____	T	____	T	____	T	____ ___
ASSERTIVE	13	____	14	____	4	____	7	____
	27	____	20	____	32	____	10	____
	51	____	22	____	55	____	16	____
	57	____	39	____	59	____	40	____
	T	____	T	____	T	____	T	____ ___
SPECULATIVE	3	____	17	____	18	____	5	____
	6	____	30	____	31	____	44	____
	29	____	52	____	36	____	53	____
	54	____	60	____	43	____	61	____
	T	____	T	____	T	____	T	____ ___
CONFRONTIVE	28	____	8	____	12	____	2	____
	33	____	21	____	35	____	23	____
	45	____	34	____	56	____	42	____
	50	____	46	____	62	____	47	____
	T	____	T	____	T	____	T	____ ___
	T	____		____		____		____ ___

CHILDREN'S INTERACTION MATRIX
INTERMEDIATE FORM

This form is intended for use with students in grade four to grade eight. Read the questionnaire to yourself before giving it.

The test can be administered in groups in three different ways:

1. Students, after being given directions for taking the inventory, can read the test themselves and respond on the test booklet or separate answer sheet.
2. The teacher can read the test to the students or use a tape recording of the items and have the students make their responses on the separate answer sheet.
3. The teacher can read the items aloud while the students read them silently and the students mark their responses on the test booklet.

Allow at least 35 minutes for the test. Slow readers will tend to take longer. Fast readers will take shorter periods of time.

The directions should be read to the students.

CHILDREN'S INTERACTION MATRIX
INTERMEDIATE FORM

DATE _____

NAME _____ AGE _____ SEX _____

GRADE _____ SCHOOL _____

This questionnaire contains sixty-four items describing how kids act or feel when they are with their friends. Read each item and decide how you normally act or feel. There are not right or wrong answers. Your best answer is the one that first comes to mind.

In answering the items on this questionnaire read each item and then decide how you normally act or feel. You are asked to respond whether you "usually" do this or feel this way, "sometimes" do this or feel this way, or "rarely" or "not often" do this or feel this way.

Now look at the first item on the test. It says: I like to talk to other kids about my family, my school, my homework, and my hobbies. Below the item you see three choices "usually," "sometimes," and "not often." Circle the choice which best describes how you normally act or feel. For example if you talk to kids all the time about these things you would circle "usually."

Now begin with item one and circle the response which best describes how you normally act or feel when you are with your friends. Do this for all the items on the questionnaire.

Drummond, McIntire, Muro, and Brown, University of Maine, Orono, 1975.

1. I like to talk to other kids about my family, my school, my homework and my hobbies.

   USUALLY SOMETIMES NOT OFTEN

2. When they ask me, I tell other kids what I think of them.

   USUALLY SOMETIMES NOT OFTEN

3. I like to talk with other kids about the way people think, feel and act.

   USUALLY SOMETIMES NOT OFTEN

4. I like to take the side of a classmate who is being picked on.

   USUALLY SOMETIMES NOT OFTEN

5. In a group I like to ask questions about how individuals feel about each other.

   USUALLY SOMETIMES NOT OFTEN

6. I like to know why people do the things they do.

   USUALLY SOMETIMES NOT OFTEN

7. Kids need to be "told off" a lot.

   USUALLY SOMETIMES NOT OFTEN

8. When a group of my friends are not getting along well, I try to help them get along better.

   USUALLY SOMETIMES NOT OFTEN

9. I ask people to repeat what they have said when I don't understand them.

   USUALLY SOMETIMES NOT OFTEN

10. I like to say unkind and mean things to other kids.

    USUALLY SOMETIMES NOT OFTEN

11. I try to say and do things that will help others.

    USUALLY SOMETIMES NOT OFTEN

12. When others tell me that I am misbehaving, I try to learn from what they say.

    USUALLY SOMETIMES NOT OFTEN

13. Even though other kids don't like my ideas, I stick to them anyway.

    USUALLY SOMETIMES NOT OFTEN

14. I like to take the side of boys or girls who disagree with the group.

    USUALLY SOMETIMES NOT OFTEN

15. I like to know something about the families, the homes, and the hobbies of other kids.

    USUALLY SOMETIMES NOT OFTEN

16. I let others know what I think of them.

    USUALLY SOMETIMES NOT OFTEN

17. I like to tell my friends how they might do things better.

    USUALLY SOMETIMES NOT OFTEN

18. I ask other people for help when I have a personal problem.

    USUALLY SOMETIMES NOT OFTEN

19. I like to plan and start group discussion, games and things like that.

    USUALLY SOMETIMES NOT OFTEN

20. Boys and girls don't know how to help each other with their problems.

    USUALLY SOMETIMES NOT OFTEN

21. If kids can't agree on what they are going to do, I ask them why they can't agree.

USUALLY SOMETIMES NOT OFTEN

22. Kids talk about everything except what they start out talking about.

USUALLY SOMETIMES NOT OFTEN

23. I try to get kids to think about how they feel and act toward each other.

USUALLY SOMETIMES NOT OFTEN

24. I like to talk about things that are going on in the world today.

USUALLY SOMETIMES NOT OFTEN

25. I like to help to plan what the group does in its meetings.

USUALLY SOMETIMES NOT OFTEN

26. I like to talk with other kids.

USUALLY SOMETIMES NOT OFTEN

27. I like to complain about my parents, my teacher, the principal to my classmates.

USUALLY SOMETIMES NOT OFTEN

28. I like to try to help others see how each person has good and helpful ideas.

USUALLY SOMETIMES NOT OFTEN

29. I like to talk about why other kids get upset and angry.

USUALLY SOMETIMES NOT OFTEN

30. I try to figure out if friends I'm with now are better or worse than friends I've had before.

USUALLY SOMETIMES NOT OFTEN

31. I try to help kids when they have problems with their parents or other kids.

USUALLY SOMETIMES NOT OFTEN

32. When kids tell me that I don't do something very well, I tell them they have faults too.

USUALLY SOMETIMES NOT OFTEN

33. When my friends talk about their problems, I like to talk about why they have those problems.

USUALLY SOMETIMES NOT OFTEN

34. I tell others how I think they are doing and where they are making mistakes.

USUALLY SOMETIMES NOT OFTEN

35. When people say one thing and do the opposite, I tell them about it.

USUALLY SOMETIMES NOT OFTEN

36. I like to have other kids help me to know what I am really like.

USUALLY SOMETIMES NOT OFTEN

37. In a group I'm the one who asks what we are going to do and how we are going to do it.

USUALLY SOMETIMES NOT OFTEN

38. I like to praise my friends when they do a good job.

39. I disagree with the way kids I'm with do things.

USUALLY SOMETIMES NOT OFTEN

40. I like to make fun of others.

USUALLY SOMETIMES NOT OFTEN

41. I like to know all about my classmates.

USUALLY SOMETIMES NOT OFTEN

42. I tell other kids how I feel toward them, even if it may hurt their feelings.

USUALLY SOMETIMES NOT OFTEN

43. I am willing to tell others all I know about myself.

USUALLY SOMETIMES NOT OFTEN

44. When I tell my friends what I think of them, I try to do it in a way that doesn't hurt their feelings.

USUALLY SOMETIMES NOT OFTEN

45. I try to help others understand a problem when they are having trouble figuring something out.

USUALLY SOMETIMES NOT OFTEN

46. If one person is keeping us from doing what we want to do, I complain to the others.

USUALLY SOMETIMES NOT OFTEN

47. I try to find out how other kids feel about the things that I say and do.

USUALLY SOMETIMES NOT OFTEN

48. I like to hear and tell gossip.

USUALLY SOMETIMES NOT OFTEN

49. I like to tease other kids.

USUALLY SOMETIMES NOT OFTEN

50. I try to get my friends to talk about the way they think and feel about things.

USUALLY SOMETIMES NOT OFTEN

51. Kids don't really understand much about most of the problems they see and hear.

USUALLY SOMETIMES NOT OFTEN

52. I like to tell the others my ideas about what the gang is doing.

USUALLY SOMETIMES NOT OFTEN

53. I like to get boys and girls to talk about how they feel about each other.

USUALLY SOMETIMES NOT OFTEN

54. People need to know more about why they think, feel, and act the way they do.

USUALLY SOMETIMES NOT OFTEN

55. I get angry when my friends tell me I am not the kind of person that I should be.

USUALLY SOMETIMES NOT OFTEN

56. I try to get my classmates to do something about their problems even if they don't want to.

USUALLY SOMETIMES NOT OFTEN

57. I like to argue with other kids.

USUALLY SOMETIMES NOT OFTEN

58. I like to be close friends with other kids.

USUALLY SOMETIMES NOT OFTEN

59. People who talk about their troubles make me mad.

USUALLY SOMETIMES NOT OFTEN

60. I tell the gang how I think it is doing.

USUALLY SOMETIMES NOT OFTEN

61. When someone asks me if I like them or not, I usually tell them.

USUALLY SOMETIMES NOT OFTEN

62. I try to find out what my friends really think about me.

USUALLY SOMETIMES NOT OFTEN

63. I like to be with groups of kids.

USUALLY SOMETIMES NOT OFTEN

64. I like to meet new people and find out about them.

USUALLY SOMETIMES NOT OFTEN

CHILDREN'S INTERACTION MATRIX
PRIMARY FORM

Directions for Administration

This form is intended for first, second and third grade students. The test is to be read to students by the examiner or teacher. It is suggested that the test be administered to the students at two separate periods since children at this age level often cannot sustain interest for 64 questions at one sitting.

Preparation

Read the inventory to yourself several times before giving it. It may be wise to record the items of the test on a recorder so that you will be free to supervise the testing and answer any questions that arise. The students will circle their answers on a separate answer sheet. It is usually desirable for you to write the names of students on the answer sheets.

Pupils will need a pencil, crayon or marker. You will need to allow at least 25 minutes for each half of the inventory. Repeat each item twice when reading the test to the students. Have the students cross out unwanted responses with an X so you can identify the items for which they changed their minds.

Draw an example of the response box for the sample item on the board.

Procedure

Distribute the answer sheet and pencils.

Read: This is a set of questions about how you act or feel when you are with other kids. Listen carefully to the questions I read to you

(or is read to you on tape) and decide whether you usually act or feel this way. If you (do) circle YES on your answer sheet in the box I name. If you do not act or feel this way circle NO on your sheet of paper. Everyone find the answer box in the first column with a ball in the center. Now let's try a practice question. The question is: Do you like to do things with other kids? If you do, circle YES. Y-E-S with your pencil. If you don't like to, circle NO, N-O with your pencil.

Now that we have finished the practice question, find the box with the square right under the one with the ball. (Square #1) Do you like to talk with other kids about your family and school?

Drummond, McIntire, Muro, and Brown, University of Maine, Orono, 1975.

CHILDREN'S INTERACTION MATRIX
PRIMARY FORM

Square	1.	DO YOU LIKE TO TALK TO OTHER KIDS ABOUT YOUR FAMILY AND SCHOOL?
Star	2.	DO YOU LIKE TO TELL KIDS WHAT YOU THINK OF THEM WHEN THEY ASK YOU?
Car	3.	DO YOU LIKE TO TALK TO OTHER KIDS ABOUT WHY THEY ACT THE WAY THEY DO?
House	4.	DO YOU "STICK-UP" FOR A FRIEND WHO IS BEING PICKED ON?
Diamond	5.	DO YOU LIKE TO ASK KIDS HOW THEY FEEL ABOUT EACH OTHER?
Flower	6.	DO YOU LIKE TO KNOW WHY PEOPLE ACT THE WAY THEY DO?
Glasses	7.	DO YOU THINK SOME KIDS IN YOUR GROUP NEED TO BE TOLD OFF BY THE OTHER KIDS?
Hat	8.	DO YOU LIKE TO TRY TO FIGURE OUT WHY SOME KIDS DON'T GET ALONG WITH EACH OTHER?

NOT FIND THE TRIANGLE AT THE TOP OF THE PAGE

Triangle	9.	WHEN KIDS SAY SOMETHING TO YOU AND YOU DON'T UNDERSTAND WHAT THEY MEAN, DO YOU ASK THEM TO REPEAT IT?
Tree	10.	DO YOU LIKE TO SAY MEAN THINGS TO OTHER KIDS?
Boat	11.	DO YOU LIKE TO DO AND SAY THINGS THAT WILL HELP OTHER KIDS?
Wagon	12.	DO YOU TRY TO LEARN FROM PEOPLE WHEN THEY SAY YOU ARE DOING WRONG?
Plane	13.	DO YOU LIKE TO STICK UP FOR YOUR IDEAS EVEN IF OTHER KIDS DON'T LIKE THEM?
Clock	14.	DO YOU LIKE TO STICK UP FOR KIDS THAT OTHERS DON'T LIKE?
Truck	15.	DO YOU LIKE TO FIND OUT ABOUT THE FAMILY AND HOMES OF YOUR FRIENDS?
Scissors	16.	DO YOU LIKE TO LET OTHER KIDS KNOW WHAT YOU THINK OF THEM?
Heart	17.	DO YOU LIKE TO TELL KIDS HOW THEY CAN DO THINGS BETTER?

TURN TO THE NEXT PAGE. FIND THE BOX WITH THE BALL IN THE FIRST COLUMN.

Ball	18.	DO YOU ASK PEOPLE FOR HELP WHEN YOU HAVE A PROBLEM?
Square	19.	DO YOU LIKE TO BE THE ONE WHO PLANS AND STARTS GAMES?
Star	20.	DO YOU LIKE TO HELP OTHER KIDS WHEN THEY HAVE PROBLEMS?
Car	21.	DO YOU THINK IT IS WRONG FOR KIDS TO ARGUE WITH EACH OTHER WHEN THEY CAN'T AGREE?

House 22. DO YOU TELL YOUR FRIENDS WHEN THEY'RE NOT PAYING ATTENTION?

Diamond 23. DO YOU LIKE TO GET KIDS TO THINK ABOUT HOW THEY ACT TOWARD THEIR FRIENDS?

Flower 24. DO YOU LIKE TO TALK ABOUT WHAT'S GOING ON IN THE WORLD TODAY?

Glasses 25. DO YOU LIKE TO PLAN WHAT OTHER KIDS WILL DO?

Hat 26. DO YOU LIKE TO TALK WITH OTHER KIDS?

GO TO THE TOP OF THE PAGE AND FIND THE BOX THAT CONTAINS THE TRIANGLE.

Triangle 27. DO YOU LIKE TO DISAGREE WITH YOUR TEACHERS AND YOUR PARENTS?

Tree 28. ARE YOU INTERESTED IN WHAT OTHER KIDS SAY IN CLASS?

Boat 29. DO YOU LIKE TO TALK ABOUT WHY OTHER KIDS GET MAD?

Wagon 30. DO YOU COMPARE FRIENDS THAT YOU'VE HAD BEFORE WITH FRIENDS THAT YOU HAVE NOW?

Plane 31. DO YOU TRY TO HELP WHEN KIDS HAVE PROBLEMS WITH THEIR PARENTS OR WITH THEIR FRIENDS?

Clock 32. WHEN KIDS TELL YOU YOU'RE WRONG, DO YOU TELL THEM OFF?

Truck 33. DO YOU LIKE TO TALK ABOUT WHY KIDS HAVE THE PROBLEMS THEY DO?

Scissors 34. DO YOU LIKE TO TELL KIDS HOW WELL THEY ARE DOING?

Heart 35. WHEN KIDS SAY ONE THING AND DO ANOTHER, DO YOU TELL THEM?

TURN THE PAGE AND FIND THE BOX WITH THE BALL AT THE TOP OF THE PAGE

Ball 36. DO YOU LIKE YOUR FRIENDS TO TELL YOU WHAT YOU ARE LIKE?

Square 37. DO YOU LIKE TO ASK OTHER KIDS WHAT YOU SHOULD DO AND HOW YOU SHOULD DO IT?

Star 38. DO YOU LIKE TO TELL OTHER KIDS WHEN THEY DO THINGS RIGHT?

Car 39. DO YOU LIKE TO DISAGREE WITH THE WAY KIDS DO THINGS?

House 40. DO YOU LIKE TO MAKE FUN OF OTHER KIDS?

Diamond 41. DO YOU LIKE TO KNOW ABOUT OTHER KIDS?

Flower 42. DO YOU TELL OTHER KIDS HOW YOU FEEL ABOUT THEM EVEN IF IT MAY HURT THEIR FEELINGS?

Glasses 43. DO YOU LIKE TO TELL YOUR FRIENDS ALL ABOUT YOURSELF?

Hat 44. DO YOU TRY NOT TO HURT KIDS' FEELINGS WHEN YOU TELL THEM WHAT YOU THINK OF THEM?

GO TO THE TOP OF THE PAGE AND FIND THE BOX THAT CONTAINS THE TRIANGLE

Triangle	45.	DO YOU TRY TO HELP KIDS WHEN THEY NEED HELP?
Tree	46.	WHEN ONE KID DISTURBS THE OTHER KIDS, DO YOU TRY TO MAKE HIM STOP?
Boat	47.	DO YOU WANT TO KNOW HOW OTHER KIDS FEEL ABOUT YOU?
Wagon	48.	DO YOU LIKE TO HEAR YOUR FRIENDS SECRETS?
Plane	49.	DO YOU LIKE TO JOKE WITH PEOPLE?
Clock	50.	DO YOU LIKE TO GET KIDS TALKING ABOUT HOW THEY ACT AND HOW THEY FEEL?
Truck	51.	DO YOU THINK THAT YOUR FRIENDS HAVE PROBLEMS YOU DON"T KNOW ABOUT?
Scissors	52.	DO YOU LIKE TO TELL OTHER KIDS YOUR THOUGHTS ABOUT THEM?
Heart	53.	DO YOU LIKE TO GET KIDS TALKING ABOUT HOW THEY FEEL ABOUT EACH OTHER?

TURN THE PAGE. FIND THE BOX WITH THE BALL AT THE TOP OF THE PAGE.

Ball	54.	DO YOU FEEL THAT KIDS NEED TO KNOW WHY THEY ACT THE WAY THEY DO?
Square	55.	DO YOU GET MAD WHEN FRIENDS TELL YOU YOU'RE DOING SOMETHING YOU SHOULDN'T?
Star	56.	DO YOU LIKE TO GET KIDS TO DO SOMETHING ABOUT THINGS THAT BOTHER THEM EVEN WHEN THEY DON'T WANT TO?
Car	57.	DO YOU LIKE TO ARGUE WITH OTHER KIDS?
House	58.	DO YOU LIKE TO BE CLOSE FRIENDS WITH OTHER KIDS?
Diamond	59.	DO KIDS WHO TALK ABOUT THEIR PROBLEMS MAKE YOU MAD?
Flower	60.	WHEN YOU ARE DOING GROUP WORK, DO YOU LIKE TO TELL THE KIDS HOW YOU THINK THINGS ARE GOING?
Glasses	61.	WHEN KIDS ASK YOU IF YOU LIKE THEM, DO YOU TELL THEM?
Hat	62.	DO YOU TRY TO FIND OUT WHAT OTHER KIDS THINK ABOUT YOU?

GO TO THE TOP OF THE PAGE AND FIND THE BOX WITH THE TRIANGLE.

Triangle	63.	DO YOU LIKE TO BE WITH OTHER KIDS?
Tree	64.	DO YOU LIKE TO FIND OUT ABOUT OTHER KIDS?

NAME _____ BOY ____ GIRL ____

AGE _____ GRADE _____ TEACHER _____ SCHOOL _____

YES NO

YES NO
1

YES NO
2

YES NO
3

YES NO
4

YES NO
5

YES NO
6

YES NO
7

YES NO
8

YES NO
9

YES NO
10

YES NO
11

YES NO
12

YES NO
13

YES NO
14

YES NO
15

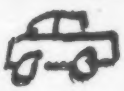
YES NO
16

YES NO
17

18 YES NO

19 YES NO

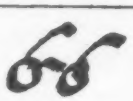
20 YES NO

21 YES  NO

22 YES NO

23 YES NO

24 YES NO

25 YES  NO

26 YES NO

27 YES NO

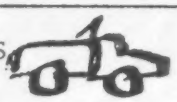
28 YES NO

29 YES NO

30 YES NO

31 YES NO

32 YES NO

33 YES  NO

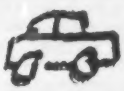
34 YES NO

35 YES NO

36 YES NO

37 YES NO

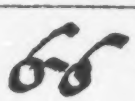
38 YES NO

39 YES  NO

40 YES NO

41 YES NO

42 YES NO

43 YES  NO

44 YES NO

45 YES NO

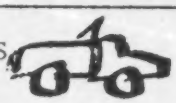
46 YES NO

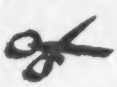
47 YES NO

48 YES NO

49 YES NO

50 YES NO

51 YES  NO

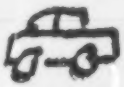
52 YES  NO

53 YES NO

54 YES NO

55 YES NO

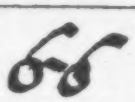
56 YES NO

57 YES  NO

58 YES NO

59 YES NO

60 YES NO

61 YES  NO

62 YES NO

63 YES NO

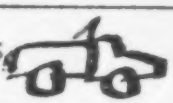
64 YES NO

YES NO

YES NO

YES NO

YES NO

YES  NO

YES NO

YES NO

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